

APPENDIX D

EVEN START FAMILY LITERACY PROGRAM MONITORING INSTRUMENT FOR
CONTINUATION PROGRAMS

AND

NEW JERSEY'S EVEN START INDICATORS OF PROGRAM QUALITY

**State of New Jersey
Department of Education
OFFICE OF PROGRAM SUPPORT SERVICES
EVEN START FAMILY LITERACY PROGRAM MONITORING INSTRUMENT
FOR CONTINUATION PROGRAMS**

Program Name/District: _____ County: _____
 Lead Agency Administrator: _____
 Business Administrator/Fiscal Manager: _____
 Project/Program Director: _____
 Date(s) of Visitation: _____ Location: _____
 NJDOE Program Officer _____

STATE REVIEWER

Lead: _____ Team Member: _____

LEA STAFF INTERVIEWED

Name: _____	Position: _____
Name: _____	Position: _____
Name: _____	Position: _____
Name: _____	Position: _____
Name: _____	Position: _____

COLLABORATING AGENCY STAFF INTERVIEWED

Name: _____	Position: _____
Name: _____	Position: _____
Name: _____	Position: _____
Name: _____	Position: _____

PROGRAM PARTICIPANTS INTERVIEWED

Name: _____	Name: _____
Name: _____	Name: _____

Evaluation of Records And Procedures	Compliant	Non-Compliant	Comments
Evidence of Active Collaboration			
Recruitment and Retention			
Parenting Education			
Parent-Child Interactive Time			
Home Based Instruction			
Adult Education			
Early Childhood Education			
Staff Development			
Integration of Components			

I. PROGRAM COMPONENTS	Sufficient Evidence	Insufficient Evidence
1. Is there evidence of coordination with other relevant federal programs? If yes, which programs: _____		
2. How are instructional programs for children and adults selected? (based on scientifically based reading research?) Be specific _____ _____		
3. Are support services provided to parents to enable them to participate fully in the program? <input type="checkbox"/> child care <input type="checkbox"/> transportation <input type="checkbox"/> hours that are convenient and flexible to accommodate clients <input type="checkbox"/> other: please specify _____ _____		
II. COLLABORATION		
1. Is there evidence of collaboration between at least one local education agency and one or more community based organizations? Type of documentation provided: <input type="checkbox"/> meeting agendas, registration forms, minutes <input type="checkbox"/> written linkage agreements <input type="checkbox"/> no evidence <input type="checkbox"/> other: please specify _____		
2. Does the program make use of services provided by collaborators and/or other community resources? Which collaborators/community resources are used: _____ _____		
3. Has the number of collaborators increased from the previous year? If yes, please explain _____		
4. Is the program canvassing for new collaborators? If so, what agencies or organizations? _____ _____		
ADDITIONAL COMMENTS:		
III. RECRUITMENT AND RETENTION	Sufficient Evidence	Insufficient Evidence
1. How are families most in-need recruited/identified for participation in the program? Type of activity/documentation provided: <input type="checkbox"/> referral from teachers <input type="checkbox"/> referral from social service agency(ies) <input type="checkbox"/> referral from participating families <input type="checkbox"/> advertising/outreach activities <input type="checkbox"/> other: please specify _____ _____		

2. Is there a specific relationships which exist for the purpose of recruiting qualified families, with government and human services agencies? Type of documentation provided: <input type="checkbox"/> intake form <input type="checkbox"/> referral form from collaborating agency <input type="checkbox"/> minutes of meetings held <input type="checkbox"/> other: please specify _____ _____		
3. What measure/instrument was/is used to verify family qualification to participate in program? Type of documentation provided: <input type="checkbox"/> federal low income level <input type="checkbox"/> food stamp/reduced lunch recipient <input type="checkbox"/> other: please specify _____ _____		
4. Are support services offered that enable families to overcome barriers to participation? Type of documentation provided: <input type="checkbox"/> linkage agreements with other agencies <input type="checkbox"/> participant records that list the support services <input type="checkbox"/> offered to each family <input type="checkbox"/> other: please specify _____ _____		
5. How does your program/project encourage regular attendance and retention of families? Be specific _____ _____		
6. Do families participate in all core components? If no explain _____ _____		
7. At what point do you re-evaluate a families' participation in the program? Please explain _____ _____		
ADDITIONAL COMMENTS: 		
<u>IV. PARENT EDUCATION</u>	Sufficient Evidence	Insufficient Evidence
1. Does the program provide information/instruction on parenting (e.g., child development, nutrition, infant and child health, lifeskills, stress management, substance abuse, family violence, community resources)? Type of documentation provided: <input type="checkbox"/> course outlines <input type="checkbox"/> curricula materials <input type="checkbox"/> workshop announcements <input type="checkbox"/> schedule of events <input type="checkbox"/> observation of activities <input type="checkbox"/> other: please specify _____ _____		

2. What venues have parenting workshops/classes been held? Please List: _____ _____		
3. Are parenting workshops/classes well attended? What documentation was provided, please list _____ _____		
ADDITIONAL COMMENTS: 		
<u>V. PARENT-CHILD INTERACTION</u>	Sufficient Evidence	Insufficient Evidence
1. Does the program provide regularly scheduled, supervised activities between parents and children (e.g., interactive time, reading aloud, thinking and problem solving, observation of activities, parent and child dialogue, participation of entire family)? Type of documentation provided? <input type="checkbox"/> participant records <input type="checkbox"/> schedule of events <input type="checkbox"/> attendance logs <input type="checkbox"/> other – please specify _____ _____		
2. Does the school provide opportunities for parents of school-age children to volunteer in school activities?		
3. What enrichment and instructional services/activities are provided during the summer months (e.g., instruction for children, instruction for parents, enrichment activities, recreational activities)? Type of documentation provided: <input type="checkbox"/> schedule of events <input type="checkbox"/> observation of activities <input type="checkbox"/> participant records <input type="checkbox"/> other: please specify _____ _____		
ADDITIONAL COMMENTS: 		
<u>VI. HOME - BASED EDUCATION (HOME VISIT)</u>	Sufficient Evidence	Insufficient Evidence
1. Are Even Start Families receiving home visits from the home based educator on a regular/consistent basis (minimum of 2 visits per month)? Type of documentation provided: <input type="checkbox"/> participant records that verify receipt of home based education visits. <input type="checkbox"/> personal interview with recipients <input type="checkbox"/> instructional materials used during home based education visits <input type="checkbox"/> other: please specify _____ _____		
2. Are the home based educator visits coordinated with other service providers who may be working with Even Start Families? <input type="checkbox"/> participant records that verify coordination		

<input type="checkbox"/> other: please specify _____		
3. Are the home-based educator visits coordinated with instructional staff? Documentation provided: _____ _____		
ADDITIONAL COMMENTS: 		
VII. ADULT EDUCATION	Sufficient Evidence	Insufficient Evidence
1. Is there a documented process used to identify individual educational goals? Type of documentation provided: <input type="checkbox"/> participant records that verify process used <input type="checkbox"/> interest inventory <input type="checkbox"/> aptitude test <input type="checkbox"/> other: please specify _____		
2. Are a variety of instructional methods used with adult learners (e.g., individual, group, independent learning, mentoring, peer coaching)? Type of documentation provided: <input type="checkbox"/> participant records <input type="checkbox"/> participant interviews <input type="checkbox"/> observation of activities <input type="checkbox"/> other: please specify _____		
3. Are instructional materials varied, practical, and relevant to the academic needs and interests of each learner? Type of documentation provided: <input type="checkbox"/> curriculum <input type="checkbox"/> student portfolios <input type="checkbox"/> observation of activities <input type="checkbox"/> other: please specify _____		
4. Is the continuing progress of each learner assessed? Type of documentation provided: <input type="checkbox"/> measurement benchmarks <input type="checkbox"/> student portfolios <input type="checkbox"/> participant records that verify above assessment tools <input type="checkbox"/> other: please specify _____		
5. Is a system in place that addresses attendance problems which may occur? <input type="checkbox"/> participant records that verify process <input type="checkbox"/> existence of inactive files <input type="checkbox"/> interviews with Even Start staff <input type="checkbox"/> other: please specify _____		
6. Does the program assist the participant in making a smooth transition from the program into the world of work and/or continued training/education in order to break the cycle of poverty/illiteracy? Type of documentation provided: <input type="checkbox"/> student records <input type="checkbox"/> participant job interview referral(s) <input type="checkbox"/> college/career day activities <input type="checkbox"/> evidence of linkage with the Department of Labor Job Service <input type="checkbox"/> other: please specify _____		

VIII. EARLY CHILDHOOD EDUCATION	Sufficient Evidence	Insufficient Evidence
1. Even Start is designed to serve children ages 0-7. What ages does the program serve? Type of documentation provided: <input type="checkbox"/> participant records <input type="checkbox"/> collaborative agreements <input type="checkbox"/> observation of early childhood activities <input type="checkbox"/> other: please specify _____ <div style="border: 1px dashed black; padding: 5px; width: 100px; margin-left: 400px; text-align: center;">ages served</div>		
2. Is a developmentally appropriate curriculum used for the instruction of Even Start children? Type of documentation provided: <input type="checkbox"/> curriculum <input type="checkbox"/> participant records <input type="checkbox"/> other: please specify _____ _____		
3. Are children attending on a regular basis? Type of documentation provided: <input type="checkbox"/> attendance records <input type="checkbox"/> verification of type of program provided <input type="checkbox"/> other: please specify _____ _____		
4. Is a system in place that addresses attendance problems that may occur? Type of documentation provided: <input type="checkbox"/> participant correspondence/records <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____ _____		
5. Are parents offered opportunities for input and participation in class to reinforce learning? Type of documentation provided: <input type="checkbox"/> participant records that verify parental attendance in early childhood activities <input type="checkbox"/> other: please specify _____ _____		
6. Are children provided assistance with the transition to public school through school visits, role playing, or modeling new routines? Type of documentation provided: <input type="checkbox"/> student records <input type="checkbox"/> staff interviews <input type="checkbox"/> agendas of meetings held <input type="checkbox"/> other: please specify _____ _____		
ADDITIONAL COMMENTS: 		
IX. STAFF DEVELOPMENT	Sufficient Evidence	Insufficient Evidence
1. Does Even Start staff receive professional development training on a regular basis? If so, how often? _____ Type of documentation provided:		

<input type="checkbox"/> agendas, course descriptions, calendar(s) <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____		
2. How are staff development topics/activities selected? Please be specific _____ _____		
3. Is the program in compliance with the new staff certification requirements? If yes be specific _____ _____		
4. Does staff from collaborating agencies participate in Even Start staff development/training opportunities? Type of documentation provided: <input type="checkbox"/> meeting agendas <input type="checkbox"/> participant records that verify interagency coloration <input type="checkbox"/> other: please specify _____		
5. Are regular staff meetings held to review program issues or concerns? Type of documentation provided: <input type="checkbox"/> agendas, calendars <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____		
PLEASE PROVIDE THE TEAM WITH A ROSTER OF STAFF PAID WITH EVEN START FUNDS TO ATTACH TO THIS REPORT.	RECEIVED	NOT RECEIVED
PLEASE PROVIDE THE TEAM WITH COPIES OF ALL STAFF CERTIFICATION.	RECEIVED	NOT RECEIVED
FOR THOSE HIRED BEFORE JANUARY 1, 2002, PLEASE PROVIDE FORMAL EVIDENCE OF START DATE FOR EACH APPLICABLE STAFF PERSON.	RECEIVED	NOT RECEIVED
ADDITIONAL COMMENTS:		
X. PROGRAM OUTCOMES/ACCOMPLISHMENTS	Sufficient Evidence	Insufficient Evidence
1. Please provide a brief description of your program accomplishments in the areas of successful parent and child achievement outcomes? Please elaborate _____ _____		
2. Referring back to the response to the question above. What measures are used to guarantee compliance with the state indicators of program quality? Explain _____ _____		
XI. LOCAL EVALUATION	Sufficient Evidence	Insufficient Evidence
1. What method is used for local evaluation? Please specify _____ _____		

2. How is your local evaluation used for program improvement? (data-driven decision making?) Please explain _____		
3. How has program used Indicators of Program Quality to assure program effectiveness? Please explain: _____ _____		
XII. SUMMARY: INTEGRATION OF COMPONENTS	Sufficient Evidence	Insufficient Evidence
1. Has the program implemented and integrated the activities indicated in the approved application (e.g., infant stimulation, developmentally appropriate pre-k services, adult education services, parenting classes, home based educator visits, parent & child activities, a summer program and support services)? Type of documentation provided: <input type="checkbox"/> attendance records in all program component areas <input type="checkbox"/> participant records that verify all program components <input type="checkbox"/> linkage agreements <input type="checkbox"/> staff interviews <input type="checkbox"/> parent interviews <input type="checkbox"/> miscellaneous records including agendas, minutes, correspondence, calendars <input type="checkbox"/> observation of program activities <input type="checkbox"/> other: please specify _____ _____		
2. Is there documented evidence of active dialogue between the staff responsible for the core components of the Even Start Program? Type of documentation provided: <input type="checkbox"/> student records <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____		
ADDITIONAL COMMENTS:		
XIII. REQUIRED REPORTS	YES	NO
1. Have required reports been submitted in a timely manner to the grants office?		
2. Have reports requested by the Program Officer been submitted in a timely manner?		
3. Have program representatives attended mandated Directors Training Institutes offered by the Department of Education?		
ADDITIONAL COMMENTS:		

As the representative of the above mentioned program, I hereby confirm and verify the validity of the information reported.

Signed	Title
PLEASE PRINT YOUR NAME CLEARLY	DATE
Signed by Evaluator	Title
PLEASE PRINT OR TYPE	DATE
Witness Signature	Title
PLEASE PRINT OR TYPE	DATE

M Even Start/Forms

New Jersey's Even Start Indicators of Program Quality

Introduction

New Jersey's goal for family literacy is the same as the national goal. That is: To break the cycle of low literacy/illiteracy through an integrated program that includes early childhood education, adult education, and parenting education.

To be able to navigate through the demands of everyday life, as well as to enrich one's personal life, literacy is critical. The need for literacy skills is even more critical in today's highly complex technological world. To be illiterate or have low literacy skills blocks one from effectively participating in today's society. Additionally, the problem of low literacy and illiteracy becomes cyclical across generations. Educators recognize that parents are children's first and most important teachers, children who are read to by their parents become readers. Parents help their children develop the early language skills needed to enter school read to learn. Yet parents who cannot read cannot assist their children develop any of these skills. If parents cannot or do not read to their children, this puts their children at risk of experiencing reading difficulties as they begin their school careers. Thus, the cycle perpetuates, unless broken. To break the vicious cycle of illiteracy, a systemic approach must be taken. Such a systemic approach is family literacy.

In New Jersey's Even Start Family Literacy programs, three core components are required. They include:

- Early childhood education for participating children ages 0 to 7;
- Adult education that leads to improvement of basic literacy skills, acquisition of English language proficiency or attainment of a GED, and development of critical work skills;
- Parenting skill development to enable parents to support their children's learning both at home and school through:
 - Formal parenting skills training/workshop sessions;
 - Home visits which model for parents positive interactions with their children to help them learn;
 - Family and child together activities to further enhance parents' parenting skills by showing them the wide myriad of activities through which they can promote their children's learning.

To ensure that these component services are delivered to the clients in a way most likely to be successful, the following must be assured:

- All components and elements are interrelated and therefore must be fully integrated into one cohesive, seamless delivery system.

Furthermore, since all services are directed to the common goal of breaking the cycle of illiteracy/low literacy across families, all services must focus on the development of literacy. Finally, to assure continued improvement of each component, appropriate professional development needs to be provided to all program staff.

Today more than ever before, the focus in education is not just service delivery, but accountability for attaining desired outcomes. The first step in developing accountability systems is setting and defining expectations and standards. Once standards are articulated, the measures to determine whether standards have been met must be defined. This document is designed therefore to:

Articulate the standards that all Even Start projects in New Jersey must attain; and
Define the benchmarks that will determine which standards are met.

Together standards and benchmarks define New Jersey's Indicators of Program Quality. There are standards and benchmarks for participant outcomes (performance indicators), as well as program inputs (program standards). The program inputs describe the expected staff development and coordination activities which need to be in place, if the expected participant outcomes are to occur. If all standards are attained, as measured by defined benchmarks, then quality Even Start projects will have been provided to all program participants, enabling us to achieve our goal of breaking the cycle of illiteracy/low literacy for participating families.

For the indicators listed to be true measures of program process and outcomes, they should be reviewed at the end of each project year. Additionally, because recruitment, enrollment and retention in the program is often ongoing, for such indicators to be true measures of program outcomes, they should only be applied to those families/participants who have enrolled in the program for six months or longer. Finally, because process contributes to outcomes, certain indicators, especially in the domains of parenting skill development and integration of services, are process rather than outcome based. Nevertheless, these indicators show that processes needed to effect desired outcomes are in place. Further guidelines regarding documentation of indicators will be issued by the New Jersey Department of Education in the fall of 2001.

Goal

To break the cycle of illiteracy/low literacy through an integrated family literacy program that includes developmentally appropriate early childhood education, adult education and parenting education that enables parents to help their children learn and develop literacy skills.

Core Objectives

1. Participating children ages 0-7 will receive developmentally appropriate early childhood education services that will enable them to become independent readers by age 7.

2. Participating adults will receive adult education instruction thereby enabling them to improve their literacy skills and attain their personal education objectives.
3. Participating parents will develop skills to enable them to help their children learn and develop literacy skills.
4. To maximize the services provided through the Even Start program, all required services must be fully integrated.

Early Childhood Education Component

- Participating children ages 0-7 will receive developmentally appropriate early childhood education services that will enable them to become independent readers by age 7.
 - Programs provided to early childhood participants will be developmentally appropriate and incorporate learning activities focused on age appropriate language and reading/reading readiness development.
 - Children enrolled in the Even Start program will develop early literacy skills needed to allow them to move through the school curriculum continuing from preschool through grade 2 without being retained.
 - Children of limited English proficiency enrolled in the Even Start program will develop the English language skills needed to become fully proficient in English and develop literacy in the language.
 - Staff will receive appropriate professional development and training in early childhood education, including but not limited to training in developmentally appropriate practices and early literacy and language development.

Measures of Quality Early Childhood Education

- Informal and formal reading inventories administered in grades 1 and 2 show that children who have participated in the Even Start program for six months are reading on level (75% standard); or
- Informal inventories and developmental checklists show that preschoolers ages 3 and 4 who have participated in Even Start for six months are developing age appropriate language and pre-literacy skills (75% standard); or
- Developmental checklists show that kindergartners who have participated in Even Start for six months have developed basic concepts of print (75% standard); or
- ESL assessments administered to LEP children enrolled in the Even Start program for six months show progress from one level to the next in developing English language skills (75% standard); and

- Attendance records will show that children participating in Even Start meet district and health human services attendance requirements (90% standard); and
- Records show that children who have participated in Even Start for six months, and are enrolled in pre-kindergarten, kindergarten and grades 1 and 2 are promoted to the next grade (75% standard); and
- Records will show that all staff have participated in appropriate professional development activities related to the field of early childhood education (minimum of 5 hours).

Adult Education Component

- Participating adults will receive a minimum of six hours of adult education classroom instruction weekly (during the regular school year), thereby enabling them to attain their personal education objectives.
- Participating adults will demonstrate improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
 - Adults in Beginning Literacy (Adult Basic Education/ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (22% standard)
 - Adults in Beginning Basic Education (ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (22% standard)
 - Adults in Low Intermediate (ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (16% standard)
 - Adults in High Intermediate (ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (16% standard)
 - Adults in Beginning Literacy (English as a Second Language/ESL) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (33% standard)
 - Adults in Beginning ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (32% standard)

- Adults in Low Intermediate ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (21% standard)
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- Adults in High Intermediate ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (20% standard)
- Adults in Low Advanced ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (18% standard)
- Adults in High Intermediate ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (19% standard)
- Adults in Low Adult Secondary Education who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (34% standard)
- Participating adults will receive sufficient basic education to enable them to benefit from placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.
 - Participating adults with a goal of advanced education will enroll in postsecondary education or training after one program year. (52% standard)
 - Participating adults with a goal of employment will obtain unsubsidized employment after one program year. (20% standard)
- Participating adults will be provided with sufficient educational opportunities so they may receive a secondary school diploma or its equivalent.
 - Participating adults with a goal of high school completion will earn a high school diploma or recognized equivalency after one program year. (30% standard)
- Records will show that adult education instructional staff have participated in appropriate professional development related to their field. (minimum of 5 hours each program year)

Measures of Quality Adult Education Programs

The above adult education progress indicators will be assessed using validated measures including the TABE, CASAS or GED tests.

Parenting Skill Development

- Participating parents will develop skills to enable them to help their children learn and develop literacy skills.
 - Parent visitors will visit the homes of participating families to model positive behaviors and interactions that will help promote their children's sound development, learning and early literacy skills.
 - Parenting training or workshops will be offered to a» participating parents to make them more fully aware of how they can assure the appropriate healthy development of their children.
 - Participating families will join together in parent and child together activities regularly, including through summer months, so that parents can recognize the wide myriad of opportunities available to promote their child's learning in fun ways.
 - Participating parents will read to their children at least two times per week in order to promote family literacy.
 - Home visitors will receive professional developmental to assure they model appropriate learning activities for parents, as well as to other family needs that should be addressed to promote healthy child development.

Measures of Quality Parenting Education

- Logs will indicate that home visitors meet with participating families in their homes a minimum of two times per month. (80% standard)
- Schedules and agendas will indicate that parent training focused on promoting healthy development and support for early literacy is provided to participating parents at least two times per month. (80% standard)
- Records as documented by logs maintained by home visitors will show -that participating parents read a minimum of twice a week to their children. (80% standard)
- Health records will show that all participating children have full and up to date immunizations as required for school enrollment. (80% standard)

Integration of Services

- To maximize the services provided through the Even Start program, all required services must be fully integrated and focused on program goals.
 - Program families will participate in all three of the core components.
 - Support services that enable and promote the full program participation of family members will be provided including such services as flexible scheduling, transportation, etc.

- All Even Start staff will receive professional development and training in family literacy, the program core components and the importance of fully integrating all components.

Measures of Quality Integration of Services

- Attendance and home visit records across the core components will show that families are regularly participating in all core components. (80% standard)
- Records will show there are 20 families or a total of 40 adults and children enrolled in the program each program year.
- Records will show all staff have participated in appropriate professional development activities in family literacy (minimum of 5 hours). (80% standard)
- Records will show Even Start families will be retained long enough to meet their educational and personal goals. (75% retention rate)
- Records show there are regular staff and program planning meetings across all components and cooperating organizations. (minimum of 4 per year)